



Central African Republic Emergency Basic Education Support Project (P164295)

AFRICA WEST | Central African Republic | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2018 | Seq No: 6 | ARCHIVED on 29-Jun-2021 | ISR47015 |

Implementing Agencies: Ministry of Primary and Secondary Education (MPSE), Ministry of Economy, Planning and Cooperation

Key Dates

Key Project Dates

Bank Approval Date: 06-Jun-2018

Effectiveness Date: 09-Oct-2018

Planned Mid Term Review Date: 13-Dec-2021

Actual Mid-Term Review Date:

Original Closing Date: 30-Jun-2023

Revised Closing Date: 30-Jun-2023

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective of the project is to improve access to quality basic education and strengthen capacity in education sector management.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Increasing access through school infrastructure development:(Cost \$15.65 M)

Enhancing teaching effectiveness and support alternative education programs:(Cost \$4.20 M)

Capacity building to strengthen service delivery:(Cost \$5.15 M)

Contingency Emergency Response

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

Implementation Status and Key Decisions

Overview: Activities are underway for all components. However, the COVID-19 pandemic and conflict and insecurity in some regions of the country from December 2020 to March 2021 slowed down project implementation. Despite these challenges, there is notable progress, including:

- 110 classrooms have been rehabilitated or constructed in Bangui, and the construction and rehabilitation of around 450 classrooms is underway in the following prefectures: Ouham, Ouham-Pende, and Ouaka;
- All teachers (9, 274) and school principals (2, 139) have been trained.
- 886 children aged 9 to 15 are benefiting from the accelerated learning program (ALP) pilot in Bangui; and
- 184 established school-based management committees (SBMCs) developed 184 school improvement plans (SIPs) that are currently being financed with grants provided by the project.



Progress by component:

Component 1: Increase access through school infrastructure development

This component aims to increase access to quality basic education through construction and rehabilitation of 1,050 classrooms, including provision of latrines, water points, classroom furniture (table and chairs for students), and sports/board game items (soccer balls, jumping cords, dominoes, chess, and so on). Construction and rehabilitation activities were divided into three phases, with the first phase (pilot stage) almost finalized in Bangui, while the second and third phases (scale up stage) was launched in all selected prefectures.

- As of May 15th, 2021, 110 out of 235 classrooms were constructed and/or rehabilitated.
- The second phase of civil works is on-going with contracts awarded to construction firms and NGOs for the construction of 450 classrooms in the *prefectures of Ouaka, Ouham and Ouham-Pendé*.
- Concerning the third phase of civil works in the remaining prefectures namely Ombella-Mpoko, Basse-Kotto, Vakaga and Bamingui-Bangoran, the tendering is underway and civil works are unexpected to begin by end of July 2021, for a duration of six months.

Component 2. Enhancing teaching effectiveness and support alternative education programs

Sub-component 2.1: Enhancing teaching effectiveness. This subcomponent supports: (a) in-service training of primary teachers to improve content knowledge and pedagogical competence in literacy and numeracy, including teacher pedagogical support via training of school principals and pedagogical advisors; (b) the harmonization of preservice and in-service training curricula; and (c) the construction of a teacher training college (TTCo).

- As of June 15th, training activities were organized for all prefectures and school inspectorates. A total of 9,724 primary teachers, 2,139 school principals, and 316 pedagogical advisors from all eight school inspectorates received training.
- Concerning the harmonization of the pre-service and in-service training curricula, the recruitment of an international expert is underway, and the implementation of the new curricula is expected to begin in schools in October 2021.
- Regarding the construction of a new TTCo, the construction site was identified, and architectural drawings are being prepared by a recently recruited firm.

Sub-component 2.2: Support alternative education. Under this subcomponent, the project supports alternative education through (a) piloting an accelerated learning program (ALP) to 5,000 children and adolescents ages 9–15 who are out-of-school and overage in Bangui and three prefectures, and (b) providing remedial education programs for in-school children in 300 primary schools (those benefitting from construction and rehabilitation activities under component

- To date, the policy for the ALP, including the full “catch up” curriculum covering primary education and implementation tools and guides were developed for teachers, school directors and pedagogical advisers.
- 35 teachers were recruited and trained to teach the ALP.
- Nearly 890 children ages 9 to 15 are currently benefitting from the program in Bangui. ALP classes are expected to begin in October 2021 in the three other prefectures.
- Concerning the remedial program, the contracting process of an international expert to support the government in develop this remedial program is underway. This program is expected to start in October 2021..

Component 3. Capacity building to strengthen service delivery

This component aims to increase access to strengthen coordination between the different levels of service delivery units from the national to the subnational levels through (a) capacity building of key units of service delivery including capacity building in sector management, support school grants to strengthen school management and strengthen sector knowledge; (b) project implementation; and (c) response to contingencies.

Subcomponent 3.1.a: Capacity building in sector management.

A training event for 38 executives from the Ministry of Primary and Secondary Education including 20 from the central level and 16 from the decentralized level was organized on jobs planning and the creation of a database. This session was led by trainers from the National School of Administration and Magistracy. Participants were responsible for human resource management at at the Academic Inspections of the Center-South, Center, North, North-East, West, Center-East, and South-East.

Sub-component 3.1.b: Support School Grants to strengthen school management, Early Childhood Development and teaching support. Under this subcomponent, activities are well advanced and included the following:

- the establishment of SMCs in the targeted 300 primary schools (those benefitting from construction and rehabilitation activities under Component 1) is on track.
- 184 SBMCs among the targeted 300 primary schools were set up and trained; and developed their SIPs (each SIP in the amount of 2,100,000 XAF + US\$ 3,900). The remaining 116 SBMCs will be established and trained by December 2021.



- Disbursement of school grants is underway to make sure SIP implementation begins before the new academic year to allow achievement of priority activities identified such as little school rehabilitation, provision of school equipment (chairs, tables, etc.).

Subcomponent 3.1.c: Strengthen sector knowledge. This subcomponent supports the development of the Education Management Information System (EMIS) and the implementation of PASEC 2019. MPSE was unable to carry out data collection for the 2019-2020 academic year due to COVID-19 that led to schools closure (many schools were closed as of May 2021) and partial or total destruction of school infrastructure during the insecurity from December to March 2021. Main activities conducted are as follow:

- for the production of 2019-2020 and 2020-2021 statistical yearbook, the data collection activity was delayed, but is expected to be conducted before the end of the school year.
- the recruitment of an international consultant to support the improvement of EMIS is underway and the contract is expected to be completed in mid-July 2021.
- regarding PASEC, the Department of Statistical Studies is in the process of producing a report on the performance of the school programs to determine whether PASEC can be implemented. The project also supports the organization of an assessment of the situation of the schools that are currently functional. This would enable the correction of the initial PASEC sampling, which is strongly affected by the non-reopening of certain schools. Following the availability of these data, the PASEC team can then visit Bangui to train stakeholders and help organize students' learning outcomes assessment in the selected schools.

Subcomponent 3.2: Project implementation. The Project Coordination Unit (PCU) for the Emergency Basic Education Support is fully established and staffed with qualified staff. It will be further strengthened with additional staff since the unit will also be responsible for the GPE-financed Education Sector Plan Support project. The following activities are being conducted:

- the recruitment of a social safeguards specialist and a GBV / SEA/SH specialist are underway and should be finalized on July 5, 2021 and the recruitment of an assistant specialist in education and an accountant; TORs have been agreed with the World Bank and the recruitment process should be launched by end of June.
- the last invoice of the project ex fiduciary agent AGETIP-CAF was paid; and
- the PCU videoconferencing equipment, procured under the project, is now set up and functional.

Subcomponent 3.3: Contingencies. This subcomponent was designed as a provision to respond to potential emergencies given the country context. A project restructuring, completed on December 2, 2020, (a) reallocated \$2,327,195 from the unallocated category (subcomponent 3.3) to train 9,724 primary teachers, 2,139 school principals and 316 pedagogical advisors (subcomponent 2.1) and to complete classroom constructions and rehabilitations (component 1) due to higher unit costs compared to appraisal estimates; and (b) ensured that the MPSE has an effective institutional structure under the PCU with strengthened fiduciary management and M&E.

Component 4: Contingency Emergency Response Component. This component aims to provide an immediate response in the event of an eligible crisis or emergency as needed. This component has not yet been activated.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	High	High	High
Macroeconomic	High	High	Substantial
Sector Strategies and Policies	Substantial	Substantial	Substantial
Technical Design of Project or Program	Moderate	Moderate	Moderate
Institutional Capacity for Implementation and Sustainability	High	Substantial	Substantial
Fiduciary	High	High	Substantial
Environment and Social	Substantial	Substantial	Substantial



Stakeholders	High	High	High
Other	--	--	--
Overall	High	Substantial	Substantial

Results

PDO Indicators by Objectives / Outcomes

Increase access to basic education				
▶ Increase primary completion rate (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	50.00	55.00	55.00	55.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023
Comments:	The COVID-19 pandemic which led to the closure of all schools for three months in 2020 and a timid reopening of schools, as well as the security crisis from December 2020 to March 2021 did not allow the collection of data for the production of the 2019 - 2020 statistical yearbook; so that updated data does not actually exist. We are rolling over the data from the last ISR (instead of saying "zero") until the data is collected at the end of this school year and the 2019-2020 and 2020-2021 yearbooks are produced. It is probable that the security context and the COVID-19 pandemic will have a significant impact on the project indicators and this could be confirmed or invalidated through the next data collections.			
□ Increase primary completion rate- female (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	40.00	47.00	47.00	45.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023
▶ Increase gross enrollment ratio at lower secondary (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23.00	31.00	31.00	28.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023
Comments:	The COVID-19 pandemic which led to the closure of all schools for three months in 2020 and a timid reopening of schools, as well as the security crisis from December 2020 to March 2021 did not allow the collection of data for the production of the 2019 - 2020 statistical yearbook; so that updated data does not actually exist. We are rolling over the data from the last ISR (instead of saying "zero") until the data is collected at the end of this school year and the 2019-2020 and 2020-2021 yearbooks are produced. It is probable that the security context and the COVID-19 pandemic will have a significant impact on the project indicators and this could be confirmed or invalidated through the next data collections.			
□ Increase gross enrollment ratio at lower secondary- female (Percentage, Custom Breakdown)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	18.00	18.00	18.00	23.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

Enhance teaching effectiveness

► Number of teachers completing training (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	6,400.00	9,724.00	5,800.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

► Teachers recruited or trained (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	6,400.00	9,724.00	5,800.00
Date	01-Jun-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	21.00	1,459.00	1,000.00

Capacity building to strengthen school-based management

► Number of schools with established school-based management committee(SBMC) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	129.00	184.00	300.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

Comments: After the finalization of the community-based school management committees (SMCs) implementation pilot, the extension process will continue with the establishment of 116 additional SMCs in the prefectures.

Overall Comments

Three out of the five PDO indicator' targets have already been achieved while the other two have been partially achieved (data on completion and enrollment ratio taken from the country's 2018-2019 statistical yearbook).

Intermediate Results Indicators by Components



Component 1: Increasing access through school infrastructure development

▶ Number of classrooms extended and rehabilitated in primary schools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	31.00	55.00	800.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

▶ Number of classrooms extended and rehabilitated in secondary schools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	79.00	55.00	250.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

Component 2: Enhancing teaching effectiveness and support alternative education programs

▶ Development of in-services and pre-services training modular program (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

Comments: The recruitment of an international expert is underway, and the implementation of the new in-services and pre-services training modular program is expected to start on the ground in October 2021.

▶ Construction of a National Training Institution (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

Comments: The construction site has been identified and architectural studies are under preparation with the recruitment of the firm.

▶ Number of principals benefiting from training (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,343.00	2,139.00	1,500.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023



Comments:	As of today, 2,139 school principals received training and training material is being distributed in schools (5,000 manual).			
▶ Number students benefiting from alternative learning program (ALP) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	886.00	5,000.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023
□ Number of female students benefiting from alternative learning program (ALP) (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	400.00	2,000.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023
□ Number of students benefiting from remedial education. (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50,000.00
□ Number of female students benefiting from remedial education (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20,000.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023
Component 3: Capacity building to strengthen services delivery				
▶ Number of EGMA/EGRA assessments (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	1.00	2.00
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023
Comments:	The COVID-19 pandemic and the country security context has not et allowed PASEC team to come in country to organize training of trainers and support the students learning outcomes assessment organization. The situation is currently being reassessed to see if the current context, in terms of respecting the targeting of schools needed for the PASEC assessment and the achievement of the curriculum, can allow the process to continue before the end of the school year; the ministry of primary and secondary education being in the process of making arrangements for an extension of the school calendar.			
▶ Assessment of indigenous population (Yes/No, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jul-2018	30-Sep-2020	03-Jun-2021	30-Jun-2023

Performance-Based Conditions

Data on Financial Performance

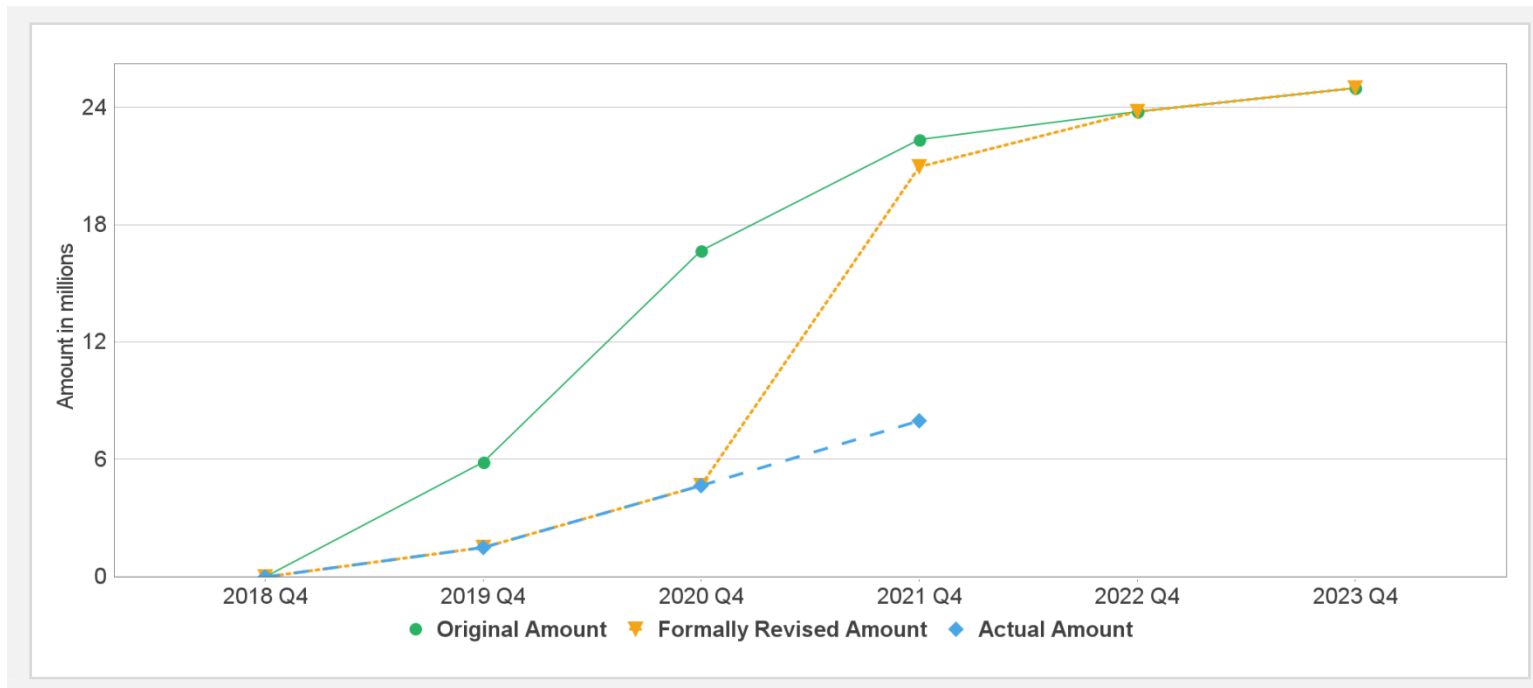
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P164295	IDA-D3290	Effective	USD	25.00	25.00	0.00	7.97	16.85	32%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P164295	IDA-D3290	Effective	06-Jun-2018	11-Jul-2018	09-Oct-2018	30-Jun-2023	30-Jun-2023

Cumulative Disbursements





PBC Disbursement

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC
--------	----------	-------------	-----	------------	--------------------	-------------------------	------------------------

Restructuring History

Level 2 Approved on 02-Dec-2020

Related Project(s)

There are no related projects.
